

Computer Cooperation

Purpose

Students will create a simple document using a computer and learn to use entry and pull-down menus.

Materials

For the teachers: word processing file containing a one page story, chalk, chalkboard

For the students: access to at least one computer with word processing software

Activity

A. Pre-Activity Preparation

1. Write a simple one-page story.
2. Using the Find/Replace command, find and replace all the occurrences of the subject of the story with another, less expected word (e.g., if the story is about a frog, replace all of the occurrences of the word "frog," with the word "syrup").

B. Introduce the Activity

1. Take a survey of your students' computer knowledge. Ask which students have used a word processor to write papers.
2. Do a quick demonstration of opening a word processing program, selecting a new document from the File menu, selecting a font and beginning to type. If most students have not worked with a word processor, show them the program icon, explain the concept of a menu, and explore the menus in depth before beginning to write. When modeling how to write, show the function and location of the Delete key and the Enter key. Later, review terms and write them on the chalkboard.

C. Write Tag-team Computer Stories

1. Have students form two lines behind the computer. (If you have several computers, divide the students into several groups of two lines.)
2. Designate one as the story line and one as the typing line.
3. Have the first student in the story line start the story by saying a simple sentence aloud.
4. Have the first student in the computer line type the sentence. Make sure that the student adds a period and a space at the end of the sentence.

Technology Literacy Standards

	I	II	III	IV	V	VI	VII
1	X		X				
2	X	X		X			
3							
4		X					
5							
6							
7				X			
8				X			
9				X			
10				X			
11							
12							
13							
14							
15							
16							

☒ = This Technology Literacy Standard is addressed in this lesson.

☐ = This Technology Literacy Standard is not addressed in this lesson.

5. When both students are finished have them switch lines (typists go to the story line, and storytellers go to the typing line). Encourage students to keep track of the story by repeating the last sentence loudly so everyone can hear it. Encourage students to change fonts before typing by using pull-down and entry menus.

D. Use the Find/Replace Command

1. Model the procedure of replacing every occurrence of one word with another using the Find/Replace command on the finished story.
2. Model using the Save As command to rename the file.

E. Apply What Students Have Learned

1. Give students independent computer time to read a story file with a “mystery word” (i.e., a word that you have replaced with a nonsense word).
2. Instruct each student to use the Find/Replace command to replace the nonsense word with a guess as to the correct word.
3. Have each student save the corrected file with his or her name for the new title.
4. Check students’ entries and give a small prize to students who guessed correctly.
5. Invite a student to make up the next story and change a repeated word. Have the class make guesses as before.

Questions for Review ---

Basic Concepts and Processes

After your students have finished all activities, assess their knowledge by asking them the following questions:



How do you open a new file?



Where is the Find/Replace command?



How do you save your document under a new name?



What is a pull-down menu? How do you access it?